



## Ashley River Creative Arts

1871 Wallace School Road  
Charleston, SC 26407

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	538 Students	
<b>Principal</b>	Jayne K. Ellicott	843-763-1555
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Good*</b>
2007	Good	Below Average
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Below Average

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

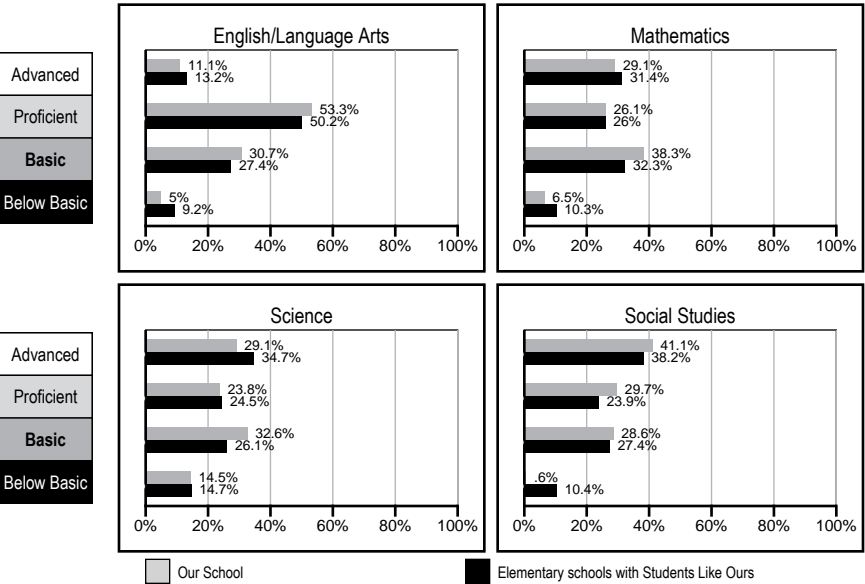
99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	19	2	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=538)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.9%	100.0%	100.0%
Retention rate	1.5%	Down from 1.9%	1.2%	2.3%
Attendance rate	97.0%	Up from 96.8%	96.7%	96.3%
Eligible for gifted and talented	23.9%	Down from 28.4%	24.5%	10.4%
With disabilities other than speech	10.0%	Down from 10.6%	5.7%	7.5%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	61.5%	Up from 58.1%	59.2%	56.7%
Continuing contract teachers	89.7%	Up from 83.7%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.3%	Down from 85.8%	88.8%	86.4%
Teacher attendance rate	94.1%	Down from 94.4%	95.1%	94.9%
Average teacher salary	\$45,243	Up 4.1%	\$46,812	\$45,345
Professional development days/teacher	22.6 days	Up from 18.1 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.2 to 1	19.8 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 87.9%	90.5%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,509	Up 2.0%	\$6,491	\$7,052
Percent of expenditures for instruction*	75.4%	Up from 74.5%	72.8%	69.1%
Percent of expenditures for teacher salaries*	69.7%	Up from 69.5%	64.4%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Ashley River Creative Arts Elementary is proud of our many achievements during the 2007-2008 school year. We began last August with the first of many changes that will take place as we construct a new facility on site. The future could not be brighter as we focus on building a school with all the arts-integrated components. We met 21 out of 21 objectives for AYP (Adequate Yearly Progress). Our overall Report Card rating was Good. We were recognized again for lowering the Achievement Gap. Ashley River has received this recognition four out of six years. Ashley River continues to strive to create a learning environment that promotes excellence for all students and to equip them with the skills they need to be successful.

Our arts-integrated focus is the driving force behind our curriculum. Our teachers and staff daily make connections with the arts and reading, math, writing, science, and social studies. We feel a sense of pride as we tour our school with visitors and observe drama, music, visual arts, and movement being used throughout the day. Our winter, spring, and ballet performances are regular reminders of how the arts boost confidence, increase the ability to focus, and reinforce skills.

Our School Improvement Council was an ambitious group during the year. We met monthly to discuss several concerns. The possibility of a traffic light or caution light on Highway 61 is still a goal for us. We also listened to a presentation by the Coastal Community Foundation about establishing endowments. We believe an endowment fund might be a wonderful way to leave a lasting gift to our school for future needs.

Our Artists in Residence program gave our students some wonderful opportunities to work with real artists. The highlight of this program is the opportunity to provide a ballet program during the year for all students. Lola McDonald is truly an asset to our staff. She works collaboratively with all faculty members to incorporate movement in our curriculum. Without the support of our PTA and business partners, we could not offer our students such varied opportunities.

Our school is recognized around the state and country. Yearly we welcome visitors to observe us. They travel home to replicate our program so other children may benefit from it. There is no greater tribute to our dedication and work than to know we are continuing to make a difference in the lives of many children. Thank you for your immeasurable support. You, our parents, are true partners, working by our side volunteering, organizing events, attending conferences, and making sure homework and projects are completed. Our mission statement, "Ashley River Creative Arts, in partnership with families and community, integrates the arts to provide students a strong academic curriculum," emphasizes the importance of harmony and cooperation between school and home.

Jayne Ellicott, Principal  
Richard Gee, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	87	71
Percent satisfied with learning environment	100.0%	94.3%	94.4%
Percent satisfied with social and physical environment	100.0%	94.2%	93.0%
Percent satisfied with school-home relations	100.0%	90.7%	95.8%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	283	100	5	29	52.3	13.6	75.3	53.5	48.2	Yes	Yes
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**Gender**

Male	134	100	7.6	34.8	48.5	9.1	70.5	47.3	41.7	N/A	N/A
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Female	149	100	2.7	23.8	55.8	17.7	79.6	59.9	55	N/A	N/A
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**Racial/Ethnic Group**

White	200	100	3	25.4	55.8	15.7	80.2	77.6	60	Yes	Yes
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African American	69	100	10.3	42.6	36.8	10.3	60.3	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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**Disability Status**

Disabled	50	100	12.8	36.2	25.5	25.5	55.3	20.4	16	Yes	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	51	100	8.2	42.9	36.7	12.2	63.3	33	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	283	100	6.8	37.3	27.2	28.7	73.8	49.7	45.8	Yes	Yes
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**Gender**

Male	134	100	6.8	34.8	24.2	34.1	75	49.5	45.6	N/A	N/A
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Female	149	100	6.8	39.5	29.9	23.8	72.8	49.9	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	200	100	4.6	31.5	29.4	34.5	82.2	75.6	59	Yes	Yes
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African American	69	100	14.7	58.8	14.7	11.8	45.6	26.2	26.9	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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**Disability Status**

Disabled	50	100	21.3	38.3	23.4	17	51.1	20.2	17.1	Yes	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	51	100	18.4	51	20.4	10.2	40.8	28.3	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	187	100	14.7	31	23.4	31	54.3	39.2	35.7	97	96
<b>Gender</b>											
Male	89	100	9.1	25	27.3	38.6	65.9	40.8	37.4	97.2	95.8
Female	98	100	19.8	36.5	19.8	24	43.8	37.6	33.8	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	134	100	8.3	28	26.5	37.1	63.6	66.4	49.2	96.8	96.1
African American	42	100	34.1	39	14.6	12.2	26.8	15.3	17	98.1	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96.6	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	35	100	33.3	27.3	12.1	27.3	39.4	16.6	14	96.3	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.9	96.3
<b>Socio-Economic Status</b>											
Subsided meals	29	100	29.6	29.6	25.9	14.8	40.7	17.1	21.1	97.2	95.5

**Social Studies**

All Students	189	100	1.1	29.6	30.1	39.2	69.4	40.2	34	97	96
<b>Gender</b>											
Male	88	100	2.3	23.3	29.1	45.3	74.4	42	36.6	97.2	95.8
Female	101	100	0	35	31	34	65	38.3	31.3	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	128	100	0.8	22.2	28.6	48.4	77	63.3	44.5	96.8	96.1
African American	52	100	2	49	35.3	13.7	49	19.1	19.1	98.1	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96.6	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	34	100	6.3	50	31.3	12.5	43.8	18.2	14.4	96.3	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.9	96.3
<b>Socio-Economic Status</b>											
Subsided meals	40	100	0	47.4	34.2	18.4	52.6	20.1	21	97.2	95.5

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	92	100	0	18.7	68.1	13.2	81.3
	4	96	100	6.5	33.3	53.8	6.5	60.2
	5	94	100	11.7	37.2	44.7	6.4	51.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	94	100	2.2	19.6	54.3	23.9	78.3
	4	92	100	5.6	24.4	62.2	7.8	70
	5	97	100	7.2	42.3	41.2	9.3	50.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	92	100	2.2	47.3	39.6	11	50.5
	4	96	100	8.6	37.6	22.6	31.2	53.8
	5	94	100	11.7	38.3	24.5	25.5	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	94	100	8.7	50	22.8	18.5	41.3
	4	92	100	7.8	31.1	32.2	28.9	61.1
	5	97	100	4.1	30.9	26.8	38.1	64.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	49	100	11.6	39.5	37.2	11.6	48.8
	4	96	100	17.4	26.7	27.9	27.9	55.8
	5	50	100	25.6	25.6	20.9	27.9	48.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	19.6	30.4	26.1	23.9	50
	4	92	100	13.3	28.9	28.9	28.9	57.8
	5	48	100	12.5	35.4	10.4	41.7	52.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	48	100	0	32.6	39.5	27.9	67.4
	4	96	100	8.1	38.4	32.6	20.9	53.5
	5	51	100	15.9	27.3	25	31.8	56.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	2.2	28.3	28.3	41.3	69.6
	4	92	100	0	28.9	28.9	42.2	71.1
	5	50	100	2	32	34	32	66
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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